

# Keep That Job

## Theme and Level

**Theme:** Make Plans

**Level:** Looking Deeper, Next Steps

## At a Glance

Students learn strategies to retain employment by using and teaching one another CIS Job Success content.

**Time:** 50 minutes.

## Essential Questions

- How will I be sure to keep a job once I get it?

## Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Print *Job Success Worksheet*, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn job retention strategies.
2. Show PPT Slide 2. Explain to students that getting a job may be easier than keeping a job.
3. Tell students that there are many strategies that young people can learn to help them keep jobs, which is what this lesson will focus on.
4. Show PPT Slide 3. Divide the class into seven groups, corresponding to the seven sections of Job Success:
  - Good Work Habits
  - Know Who Is On Your Team
  - Keep Learning
  - Overcoming Barriers
  - Resolving Problems
  - Manage Your Career
  - Leaving a Job
5. Show PPT Slide 4. Inform each group that they are to become experts on their topic, using CIS Job Success content as well as useful supplementary information.
6. Distribute the *Job Success Worksheets*.
7. Read the instructions. Inform students that they should use the organizer to record key points that they find in their group's research.
8. Explain to students that they will share learning in "expert groups." Expert groups provide an opportunity for student to learn all content matter from an expert in each subject. They will all become experts on their topics then reform new groups with an expert from each topic and share what they have learned.
9. Emphasize that it is crucial for each person in the group to become an expert on their assigned topic.
10. Ask students to log into CIS using their portfolio usernames and passwords.
11. Show them where to find Job Success then ask groups to begin conducting research.
12. After groups complete their research, restructure the groups so that one member of each group is in each of the newly formed groups.
13. Once students regroup, ask them to share what they learned with the rest of the group, using their worksheets or other materials they created.
14. Show PPT Slide 5. Discuss as a class the key ideas and information they learned.
15. Write these on the board.

## Variations and Accommodations

- Bring in a panel of people who have lost their jobs and ask them to discuss how this transpired and what they learned from the experience.
- Students needing special assistance should be paired with a helpful group member for the activity.

## Assessment

Use the *Job Success Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the **What are your long-range plans?** text box in the Make Plans, Action Plan and Supports section of Career Plan.

## Materials

Computer lab with overhead projector and CIS access

[Job Success \(PPTX\)](#)

[Job Success Worksheet \(PDF\)](#)

[Job Success Worksheet \(DOCX\)](#)

[Job Success Scoring Guide \(PDF\)](#)

[Job Success Scoring Guide \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text

### *National Career Development Guidelines*

- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

### *American School Counselor Association*

- Career Development, Personal/Social Development

***Bloom's Taxonomy:*** Understanding, Applying

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Use Time-Management, Organizational and Study-Skills
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

### Credits and Citations

- "Teens Get Fired More Often Than Quit". *Co-Ed* 1 March 1984: np.